

Grade 1 – Analysis of Similarities and Differences
South Carolina College- and Career-Ready Standards Common Core State Standards

Inquiry-Based Literacy Standards (I)	
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
1.1 Translate “wonderings” into questions that lead to group conversations, explorations, and investigations.	
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1 Engage in daily explorations of texts to make connections to personal experiences, other texts, and the environment.	
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
3.1 Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.	
3.2 Select the most important information, revise ideas, and record and communicate findings.	
3.3 <i>This indicator does not begin until Grade 6. Grade 6 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.</i>	
3.4 <i>This indicator does not begin until Grade 6. Grade 6 Organize and categorize important information, revise ideas, and report relevant finds.</i>	
Standard 4: Synthesize information to share learning and/or take action.	
4.1 Draw conclusions from relationships and patterns discovered during the inquiry process.	
4.2 Determine appropriate tools to communicate findings.	
4.3 Reflect on findings and take action.	

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.	
5.1 Recognize the value of individual and collective thinking.	
5.2 Monitor and assess learning to guide inquiry.	
5.3 Articulate the thinking process.	

Working Document

Reading – Literary Text Standards (RL)	Reading Standards (R)
Principles of Reading	Foundational Skills
Standard 1: Demonstrate understanding of the organization and basic features of print.	RF.K.1: Demonstrate understanding of the organization and basic features of print.
1.1 Recognize the distinguishing features of a sentence.	RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
1.2 <i>Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.	
1.3 <i>Students are expected to build upon and continue applying previous learning.</i> Kindergarten Understand that words are separated by spaces in print.	
1.4 <i>Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.	
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
2.1 Distinguish long from short vowel sounds in spoken single-syllable words.	RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words.
2.2 Orally produce single-syllable words by blending sounds, including consonant blends in spoken words.	RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.	RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.	RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
2.5 <i>Students are expected to build upon and continue applying previous learning.</i> Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.	
Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.	RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.
3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.	RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs.

	RF.1.3.b Decode regularly spelled one-syllable words.
3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	RF.1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
3.3 Read a two-syllable word by breaking the word into syllables.	RF.1.3.e Decode two-syllable words following basic patterns by breaking the words into syllables.
3.4 Use final -e and common vowel team conventions to read words with long vowel sounds.	RF.1.3.c Know final -e and common vowel team conventions for representing long vowel sounds.
3.5 Read words with inflectional endings.	RF.1.3.f Read words with inflectional endings.
3.6 Recognize and read grade-appropriate irregularly spelled words.	RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	RF.K.4: Read with sufficient accuracy and fluency to support comprehension.
4.1 Read grade-level texts with purpose and understanding.	RF.1.4.a Read grade-level text with purpose and understanding.
4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.	RF.1.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.	RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
(RL) Meaning and Context	(R) Key Ideas and Detail
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	RL.1.1 Ask and answer questions about key details in a text.
5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	
Standard 6: Summarize key details and ideas to support analysis of thematic development.	Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
(RL) Meaning and Context	(R) Integration of Knowledge and Ideas
6.1 Describe the relationship between the illustrations and the characters, setting, or events.	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

	Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
7.1 Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
7.2 Read or listen closely to compare and contrast familiar texts and texts in author and genre studies.	RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
(RL) Meaning and Context	(R) Key Ideas and Details
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
8.1 Read or listen closely to: <ul style="list-style-type: none"> a. describe characters' actions, and feelings; b. compare and contrast characters' experiences to those of the reader; c. describe setting; d. identify the plot including problem and solution; and e. describe cause and effect relationships. 	RL.1.3 Describe characters, settings, and major events in a story, using key details.
(RL) Language, Craft, and Structure	(R) Craft and Structure
Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
9.1 Identify the literary devices of rhythm, repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author uses each.	
9.2 Identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
(RL) Language, Craft, and Structure	(L) Vocabulary Acquisition and Use
Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the

	college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
10.1 Ask and answer questions about known and unknown words.	
	L.1.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
10.2 Identify new meanings for familiar words and apply them accurately.	
	L.1.4.c Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i>).
10.3 Use inflectional endings and affixes to determine the meaning of unknown words.	L.1.4.b Use frequently occurring affixes as a clue to the meaning of a word.
10.4 Identify the individual words used to form a compound word.	
10.5 Use print and multimedia resources to explore word relationships and nuances in word meanings.	
10.6 Use words and phrases acquired through talk and text; explore nuances of words and phrases.	L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).
	L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
(RL) Language, Craft, and Structure	(R) Craft and Structure
Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.	Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
11.1 Identify the author's purpose—to explain, entertain, inform, or convince.	
11.2 Distinguish who is telling the story at various points in a text, the narrator or characters.	RL.1.6 Identify who is telling the story at various points in a text.
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
12.1 Classify literary texts according to characteristics of a genre.	RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

12.2 Recognize how the author uses the crafted text structures of recurring phrases and dialogue.	
(C) Meaning and Context	(R) Integration of Knowledge and Ideas
Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and digital media to enrich understanding when presenting ideas and information.	Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
(RI) Language, Craft, and Structure	(R) Integration of Knowledge and Ideas
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
(RL) Meaning and Context	(R) Integration of Knowledge and Ideas
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
(RL) Range and Complexity	(R) Range of Reading and Level of Text Complexity
Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
13.1 Engage in whole and small group reading with purpose and understanding.	
13.2 Read independently for sustained periods of time to build stamina.	
13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	
	RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading - Informational Text Standards (RI)	Reading Standards (R)
Principles of Reading	Foundational Skills
Standard 1: Demonstrate understanding of the organization and basic features of print.	RF.K.1: Demonstrate understanding of the organization and basic features of print.
1.1 Recognize the distinguishing features of a sentence.	RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
1.2 <i>Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.	
1.3 <i>Students are expected to build upon and continue applying previous learning.</i> Kindergarten Understand that words are separated by spaces in print.	
1.4 <i>Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.	
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
2.1 Distinguish long from short vowel sounds in spoken single-syllable words.	RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words.
2.2 Orally produce single-syllable words by blending sounds, including consonant blends in spoken words.	RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.	RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.	RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
2.5 <i>Students are expected to build upon and continue applying previous learning.</i> Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.	
Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.	RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.
3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.	RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs.

	RF.1.3.b Decode regularly spelled one-syllable words.
3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	RF.1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
3.3 Read a two-syllable word by breaking the word into syllables.	RF.1.3.e Decode two-syllable words following basic patterns by breaking the words into syllables.
3.4 Use final -e and common vowel team conventions to read words with long vowel sounds.	RF.1.3.c Know final -e and common vowel team conventions for representing long vowel sounds.
3.5 Read words with inflectional endings.	RF.1.3.f Read words with inflectional endings.
3.6 Recognize and read grade-appropriate irregularly spelled words.	RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	RF.K.4: Read with sufficient accuracy and fluency to support comprehension.
4.1 Read grade-level texts with purpose and understanding.	RF.1.4.a Read grade-level text with purpose and understanding.
4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.	RF.1.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.	RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
(RI) Meaning and Context	(R) Key Ideas and Details
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	RI.1.1 Ask and answer questions about key details in a text.
5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	
Standard 6: Summarize key details and ideas to support analysis of central ideas.	Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
6.1 Retell the central idea and key details to summarize a text heard, read, or viewed.	RI.1.2 Identify the main topic and retell key details of a text.
Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	

7.1 Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed.	
(RI) Language, Craft, and Structure	(R) Craft and Structure
Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
8.1 Identify words, phrases, illustrations, and photographs used to provide information.	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
	RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
8.2 Use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.	RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
(RI) Language, Craft, and Structure	(L) Language Acquisition and Use
Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
	Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
	L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.
9.1 Ask and answer questions about known and unknown words in a text.	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
	L.1.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
	L.1.4.c Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).

9.2 Identify new meanings for familiar words and apply them accurately.	
9.3 Use inflectional endings and affixes to determine the meaning of unknown words.	L.1.4.b Use frequently occurring affixes as a clue to the meaning of a word.
9.4 Use print and multimedia resources to explore word relationships and meanings.	
9.5 Use words and phrases acquired through talk and text; explore nuances of words and phrases.	L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).
(RI) Language, Craft, and Structure	(R) Craft and Structure
Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning and style.	Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
10.1 Identify the author's purpose – to explain, entertain, inform, or convince.	
	R.I.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
11.1 Explore informational text structures within texts heard or read; identify sequential order and compare and contrast relationships.	
11.2 Identify the reasons an author gives to support a position.	RI.1.8 Identify the reasons an author gives to support points in a text.
	(R) Key Ideas and Details
	Anchor Standard 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

(C) Meaning and Context	(R) Integration of Knowledge and Ideas
Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and digital media to enrich understanding when presenting ideas and information.	Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8.1 Identify words, phrases, illustrations, and photographs used to provide information.	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
	(R) Integration of Knowledge and Ideas
	Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
	RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
(RI) Range and Complexity	(R) Range of Reading and Text Complexity
Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text.	Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
12.1 Engage in whole and small group reading with purpose and understanding.	
12.2 Read independently for sustained periods of time.	
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	
	RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

Writing Standards (W)	Writing Standards (W)
Meaning, Context, and Craft	See Standards Listed Below
<p>Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p><i>Included in Fundamentals of Writing</i></p>	<p>Text Types and Purposes Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>Production and Distribution Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Research to Build and Present Knowledge Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>
<p>1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure.</p> <p><i>Included in Fundamentals of Writing</i></p>	<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>1.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.</p>	<p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>

<p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><i>Included in Fundamentals of Writing</i></p>	<p>Text Types and Purposes Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Production and Distribution Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Research to Build and Present Knowledge Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>
<p>2.1 Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure.</p> <p><i>Included in Fundamentals of Writing</i></p>	<p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><i>W.K.4 Indicators begin in Grade 3.</i></p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.</p>	<p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>

<p>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p><i>Included in Fundamentals of Writing</i></p>	<p>Text Types and Purposes Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>Production and Distribution Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Research to Build and Present Knowledge Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>
<p>3.1 Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.</p> <p><i>Included in Fundamentals of Writing</i></p>	<p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>3.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.</p>	<p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>

(W) Language	(L) Conventions of Standard English
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	Anchor Standard 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Writing 6.2 Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.	L.1.1.a Print all upper- and lowercase letters.
4.1 Use common, proper, and possessive nouns.	L.1.1.b Use common, proper, and possessive nouns.
4.1 Use singular and plural nouns with matching verbs in basic sentences.	L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
4.2 Use personal, possessive, and indefinite pronouns.	L.1.1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
4.4 Use verbs to convey a sense of past, present, and future.	L.1.1.e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
4.5 Use adjectives and adverbs.	L.1.1.f Use frequently occurring adjectives.
4.6 Use prepositional phrases.	L.1.1.i Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).
4.7 Use conjunctions.	L.1.1.g Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).
4.8 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.	L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Anchor Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
5.1 Capitalize the first word of a sentence, dates, names, and the pronoun <i>I</i> .	L.1.2.a Capitalize dates and names of people.
5.2 Use:	L.1.2.b Use end punctuation for sentences.
a. periods, question marks, and exclamation marks at the end of sentences; and	L.1.2.c Use commas in dates and to separate single words in a series.
b. commas in dates and to separate items in a series.	
5.3 Use conventional spelling for words with common spelling patterns.	L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
5.4 Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.	L.1.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
5.5 Consult print and multimedia resources to check and correct spellings.	

(C) Meaning and Context	(W) Production and Distribution
Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and digital media to enrich understanding when presenting ideas and information.	Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
See Standards Listed Below	(W) Research to Build and Present Knowledge
Reading Informational Text Meaning and Context Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
Reading Literacy Text Meaning and Context Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. Reading Informational Text Meaning and Context Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

(W) Range and Complexity	(W) Range of Writing
Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
6.1 Write routinely and persevere in writing tasks for a variety of purposes and audiences.	
6.2 Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.	L.1.1.a Print all upper- and lowercase letters.
6.3 Write left to right leaving space between words.	
6.4 Locate letter keys on an electronic device to type simple messages.	
6.5 <i>This indicator begins in Grade Two. Grade 2 Begin to develop cursive writing.</i>	

Communication Standards (C)	Speaking and Listening Standards (SL)
Meaning and Context	Comprehension and Collaboration
Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.	Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.	SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.
1.2 Practice the skills of taking turns, listening to others, and speaking clearly.	SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
1.3 Practice techniques of volume, eye contact, facial expressions, posture, gestures, and space.	
1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.	SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
1.6 <i>This indicator does not begin until English 1. English 1 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.</i>	
(C) Meaning and Context	(SL) Presentation of Knowledge and Ideas
Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
2.1 Express ideas gathered from various print and multimedia sources in a clear and concise manner.	
2.2 Participate in shared research exploring a variety of texts; express opinions and talk about findings.	Writing Research to Build and Present Knowledge W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

2.3 This indicator does not begin until Grade 6 . Grade 6 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	
2.4 This indicator does not begin until Grade 3 . Grade 3 Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate.	
(C) Meaning and Context	Speaking and Listening Standards (SL)
Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and digital media to enrich understanding when presenting ideas and information.	Comprehension and Collaboration Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Presentation of Knowledge and Ideas Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations
	SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3.1 Explore and compare how ideas and topics are depicted in a variety of media and formats.	
3.2 Use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
(C) Language, Craft and Structure	(SL) Comprehension and Collaboration
Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.	Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
4.1 Identify speaker's purpose and details that keep the listener engaged.	
4.2 Identify the introduction, body, and conclusion of a presentation.	
4.3 Identify when the speaker uses intonation and word stress and includes media.	

Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, and rhyme.	
5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for impact.	
5.3 <i>This Indicator does not begin until English 1.</i> English 1 Develop messages that use logical, emotional, and ethical appeals.	
	SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
See Standards Listed Below	(SL) Presentation of Knowledge and Ideas
Communication Meaning and Context Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.	Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Writing Meaning, Context, and Craft Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)

The following section of this document compares the Common Core Language Standards with the SC College- and Career-Ready ELA standards. Parallels to the Common Core language standards are found in the Reading and Writing strands of the SC CCR standards as noted.

Writing Standards (W)	Language Standards (L)
Language	Conventions of Standard English
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Writing Range and Complexity 6.2 Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.	L.1.1.a Print all upper- and lowercase letters.
4.1 Use common, proper, and possessive nouns. 4.3 Use singular and plural nouns with matching verbs in basic sentences. 4.4 Use personal, possessive, and indefinite pronouns. 4.4 Use verbs to convey a sense of past, present, and future. 4.5 Use adjectives and adverbs. 4.6 Use prepositional phrases. 4.7 Use conjunctions. 4.8 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.	L.1.1.b Use common, proper, and possessive nouns. L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). L.1.1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). L.1.1.e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). L.1.1.f Use frequently occurring adjectives. L.1.1.g Use frequently occurring conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i>). L.1.1.h Use determiners (e.g., articles, demonstratives). L.1.1.i Use frequently occurring prepositions (e.g., <i>during</i> , <i>beyond</i> , <i>toward</i>). L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
5.1 Capitalize the first word of a sentence, dates, names, and the pronoun <i>I</i> . 5.2 Use: a. periods, question marks, and exclamation marks at the end of	L.1.2.a Capitalize dates and names of people. L.1.2.b Use end punctuation for sentences. L.1.2.c Use commas in dates and to separate single words in a series. L.1.2.d Use conventional spelling for words with common spelling

sentences; and b. commas in dates and to separate items in a series. 5.3 Use conventional spelling for words with common spelling patterns. 5.4 Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.	patterns and for frequently occurring irregular words. L.1.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
	(L) Knowledge of Language
	Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
See Standards Listed Below	(L) Vocabulary Acquisition and Use
Reading Literary Text Language, Craft, and Structure Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
Reading Informational Text Language, Craft, and Structure Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
	L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.
10.3 Use inflectional endings and affixes to determine the meaning of unknown words.	L.1.4.b Use frequently occurring affixes as a clue to the meaning of a word.
9.3 Use inflectional endings and affixes to determine the meaning of unknown words.	
	L.1.4.c Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).
	L.1.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

	Anchor Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
9.5 Use words and phrases acquired through talk and text; explore nuances of words and phrases.	L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
10.6 Use words and phrases acquired through talk and text; explore nuances of words and phrases.	L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
	L.1.5.b Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).
	L.1.5.c Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).
	L.1.5.d Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i> , <i>peek</i> , <i>glance</i> , <i>stare</i> , <i>glare</i> , <i>scowl</i>) and adjectives differing in intensity (e.g., <i>large</i> , <i>gigantic</i>) by defining or choosing them or by acting out the meanings.
See Standards Listed Below	(L) Vocabulary Acquisition and Use
Reading Literary Text Language, Craft, and Structure Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Reading Informational Text Language, Craft, and Structure Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
Reading Literary Text Language, Craft, and Structure 10.6 Use words and phrases acquired through talk and text; explore nuances of words and phrases.	L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).
Reading Informational Text Language, Craft, and Structure 9.5 Use words and phrases acquired through talk and text; explore nuances of words and phrases.	

Working Document